

# Improving students' writing achievement by using picture series at the eighth grade of SMPN 1 Abung Tinggi

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## ABSTRACT

The research was conducted to find out of the being taught through there is any significant improvement of students' writing achievement picture series technique. This research is quantitative research and use done group pretest-post test design. The sample of this research was 30 students at second grade of SMPN 1 Abung Tinggi in class VIII 3. Instruments used in this research were writing test. The data were collected through paired sample t-test. The results of the research show that , there is significant improvement of students' writing ability after being taught through picture series. The statistical result show that t-value (3.730) is higher than t-table (2.042). It can be concluded that picture series effective to teaching writing.

**Keywords:** *English writing, picture series, teaching writing, student writing ability*

## I. INTRODUCTION

English is the language, which is used to communicate by people. English is the important language, because it is as the second language in the world. So it is very important and is must be learnt. It is also called as the international language. In Indonesia, English has an important role for communication and technology.

The writer finds out an alternative way to create suitable and interesting techniques related to students' condition. Through series picture as media in learning English it is expected that it can be one of the positive ways to increase students enthusiasm in learning English and help students to build spirit to writing. Using series picture can be an effective media for any proficiencies level or language skill. The following is an example of how series picture can be used in improving the students' ability to writing.

As the explanation above, this study investigates how the use of series picture can improve the students' writing skill. It is to know the students' response toward the use of series picture. In details, this research entitled "The Use of Series Picture in Improving Students' Writing Skill".

Students have to master the four language skills: listening, speaking, reading, and writing. However, writing is the most difficult and complicated skill to be learned compared to other language skills. It is because that writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange and write it. There are many problems in teaching English especially in writing. The problems can be from many factors, it can be learning process, the method or the way how the teacher conveys the material.

Harmer J. (2004) in teaching writing we can either focus on the product of that writing or on the writing process itself. When concentered on the product, we are only interested in the aim of a task and in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, an approach which values the contraction of the end-product as the main thing to be focused on (rather than the process of writing it self)

In improving writing skill, there are some factors that make the students get difficulties for teaching writing. The students not really enthusiastic in writing English and the students less motivate to study

in writing English too, it all happened because the teacher using old method. The example, teachers teach the students just using marker and white board, it can make the students lazy and bored to study. The teacher has the important role in teaching and learning process. However, the teacher should have an effective methods to teach writing to students. In brief, the teacher must have some method and media for teaching the student and train them well. Beside of that, teacher must be a smart and creative person who has much knowledge about the material and ready to catch the student for transfer the material. Environment and facilities also must support the students to apply the knowledge who had acquired in school.

## II. METHODS

The research is a quantitative research. The goal of this research was to find out about the students' ability in writing procedure texts using pictures series after the students had been taught by using picture series procedure text. To fulfill the goal of this research, the researcher used pretest-posttest design. The population in of this research is the eighth grade students of SMPN 1 Abung Tinggi in academic year 2021/2022 which has about 30 students in each class. In conducting the research, the researcher took one class as the experimental class. The sample class was VIII-3 Which is chosen by using lottery technique. This design needed one class as an experimental class. By using one experimental class, it meant that this class received pretest before the treatment and after the students' get the treatment, they also received posttest. The result of pretest and posttest was compared to find out the difference.

## III. RESULTS AND DISCUSSIONS

### Results

After conducting the research, the researcher gathers the results of writing test.

**Table 1. result distribution of pre-test score and post-test score**

Score interval	Quality of score	Pretest	Posttest
		number of students	Number of students
100	5	-	-
80-90	4	-	4
60-79	3	11	26
40-59	3	18	-
20-39	1	1	-

The table above show the result distribution of students' scores for pre-test and posttest. In the pretest, from total 30 students' of VIII-3, there are only 11 students which got score 60-79, 19 students got score 40-59, than no one students got score 20-30. The highest score is 63 and the lowest scores is 39. meanwhile, the distribution of students scores after getting the treatments, there were 4 students which got score 80-90, 25 students got score 60-79, It can be seen that there is no students which got perfect score and there also no one which got the lowest quality of score (40-59) and (20-39), which means it show there is good improvement in the class, since there are 18 students of the class got lowest score in interval 40-59 in the pretest. The highest score for this class is 82 the lowest score is 64.

Table 2. The hypothesis testing through SPSS23  
**Paired Samples Test**

	Paired Differences					T	Df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pretest – 1Posttest	181.567	266.612	48.676	-281.121	-82.012	-3.730	29	.001

In addition, to see the whether there was significant improvement of students score from the pretest and posttest, paired sample test was used in this study. Referring to the table of paired sample test above, it was evident that the value of two tailed significant was 0.001. table above also shows that t value was 3730 there for T value was higher than t table ( $3730 > 3707$ ), it implies that there was a differences between score of pretest and posttest. Then from the output we could see that the significant value (2 tailed) showed that the sig. value of the pretest and the posttest was 0.01. It means that there is improvements of students' writing ability after the implementation of picture series in teaching writing since  $\text{Sig} < \alpha$  ( $0.00 < 0.05$ ). In other words,  $H_0$  was rejected and  $H_1$  was accepted.

Table 3. The result improvement of students aspect scores

WRITING ASPECTS	Pretest	posttest	Gain
Vocab	8.20	14.73	6.53
Mechanic	11.70	13.57	1.87
Grammar	13.40	15.03	1.63
Content	9.50	15.50	6.00
Organization	11.70	16.43	4.73

Table 3 shows the implementation of each writing aspect ranging from the highest to the lowest achievement. In the pretest aspect of vocabulary the mean is 8.20 and in the posttest the score is 14.73 the gain is 6.53. in mechanic aspect the mean is 11.70 and in the posttest is 13.57 the gain is 1.87. and then in grammar aspect the pretest mean is 13.40 and in the posttest is 15.03 the gain 1.63, the forthis content the mean is 9.50 in pretest and in the posttest is 15.50 for the gain is 6.00, and the last is organization the mean is 11.70 and in the posttest 16.43 the gain 4.73. Based on the data that had been conclude from the research is that aspect that improves better is vocabulary and the lowest aspect is grammar.

## Discussions

### 1. The Significant Improvement of students' writing skill after being taught with picture series.

The result of the study showed a statistically significant Improvement in the students' writing skill in the pretest and the posttest. It showed that the students who were taught through picture series have increased in their score. From the T-test result, it showed that the significance level was 0,01, which means it was lower than alpha level (0.05). It could be inferred that the researcher found that there was significant increase of students' writing achievement after being taught procedure text writing through picture series because the research hypothesis was accepted. It was also assumed that picture series gave significant contribution in improving students' writing skill.

This improvement occurred because learning by using picture series in the paper makes the students enjoy and encourage them in the learning activity. This series of pictures is used to stimulate students' thinking power in finding a main idea so that they can write it down into a complex procedure text (Sadiman, 2003). The improvement of the result can be seen from the means score in pretest and posttests which the score were having an increase from 328.53 for the pre-test to 510.10. That finding confirmed the results according Wright (1989:17) pictures are very appropriate for young students because they are interesting, easy to prepare, and easy to arrange. Therefore, pictures are often used to improve writing skills.

This can help teachers to give more opportunities to students to use English as a target language more in class activities. Picture series media contributes to the improvement of students' writing skills in the pretest and posttest through the active contribution of students' activities by using interesting pictures. By using vocabulary that students already know, it provides an opportunity to connect their prior knowledge with the material they are going to learn. This significant increase may occur because by using picture series as a medium, students get the same atmosphere as native speakers. In addition, by providing material about something that students know, it is easier for students to understand the material and know how to use words. Furthermore, the use of picture series media is used to encourage students to convey their ideas more by writing in the target language by providing more opportunities to write in English more in class activities. So that learners can have experience and examples in using language in real contexts. Thus, based on the explanation above, it can be concluded that the research results "Wright (1989:17) Pictures are very appropriate for young students because they are interesting, easy to prepare, and easy to arrange. Therefore, pictures are often used to improve writing skills". in the pretest and posttest after being taught through picture series.

### 2. Aspects of Writing Skills Most Improved with the Picture series.

The results of this study also showed that vocabulary had the highest increase among the others. After that, content was the second highest increase, because at the beginning of picture series learning students were asked to state the content (main idea) of learning procedure text using picture series based on the material provided. In the next process, students are asked to state the content (main idea) of the procedure text using picture series. Therefore, students are able to understand the correct content (main idea) used in the text by practicing writing and understanding to complete the task. To see the increase, the researcher provides the chart below which will be explained further as follows :

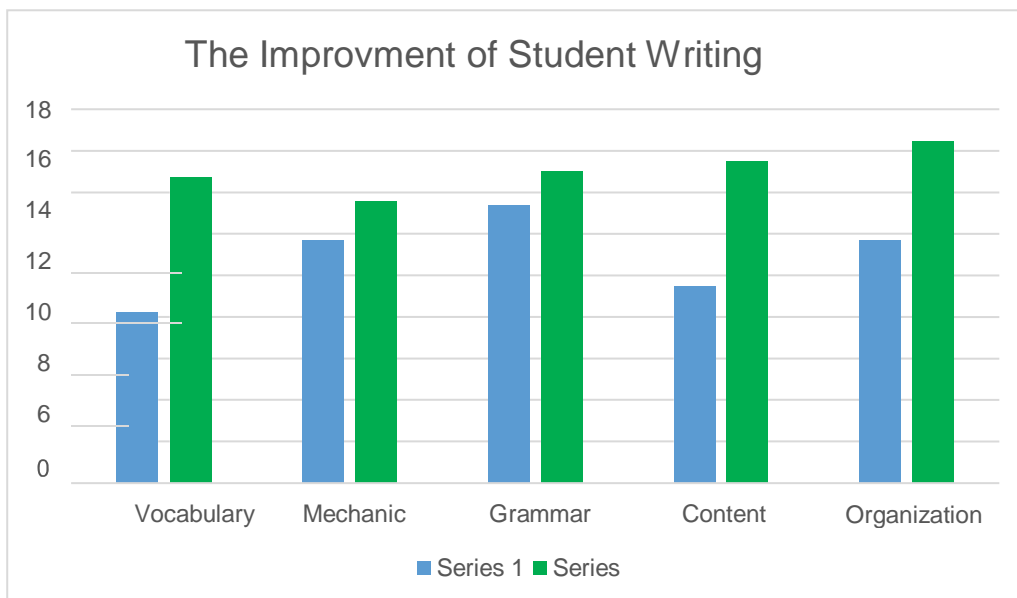


Chart.4.3. The Improvement of Students' Writing Aspects

The result of this research is vocabulary is the aspect that increases the most in writing skills and then in carrying out certain language functions, teachers need to provide certain words and language functions in order to be able to produce vocabulary production that is easy to understand well. The main capital to learn sentence structure and other skills in language. By mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English that must be learned by students.

#### IV. CONCLUSIONS AND SUGGESTIONS

##### Conclusions

After the research that had been conducted at second grade of SMPN 1 Abung Tinggi, researcher got the result from analyzing the data. After the data analysis, there are some conclusions that can be drawn from it as follows:

1. There was a significant improvement of students' writing achievement in procedure text writing after being taught by using "picture series" as the media. This is shown by the gain between posttest and pretest score which is 73. From this gain, the result of hypothesis testing by using Paired Samples T-Test shows that value of alpha is smaller than 0.05, which proves it has a significance effect of improvement. This significance improvement is likely happened because by using picture series on paper as media makes the students get the same atmosphere, with pictures series help students in compiling an essay because they are arranged sequentially from the beginning of the activity or event to the end. This image serves to help students understand and direct students' writing. The aspect that improve the most in this result of this study is showed that vocabulary had the highest increase among the others. After that, content was the second highest increase, because at the beginning of picture series learning students were asked to state the content (main idea) of learning procedure text using picture series based on the material provided. In the next process, students are asked to state the content (main idea) of the procedure text using picture series. Therefore, students are able to understand the correct content (main idea) used in the text by practicing writing and understanding to complete the task.

##### Suggestions

Referred to the conclusions above, the researcher suggests some points for English teachers and for further research as follows:

### **The teachers**

Effective classroom management is the most important skill to have as a teacher, improving good classroom management by teachers in order to achieve the goal of teaching. To arising and increase students' interest in joining English subject, the teacher must be creative, not rely on a textbook, and uses the media.

### **The students**

By using the series of pictures as media. The students are suggested to be better to write in English and can learn more in writing better than before from their mistakes in the learning process

### **The further researcher**

The researcher who would like to investigate this aspect further is suggested to learn from the weakness of this paper and make better research and gives contribution or the excellence of this paper as a reference

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